

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ



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Mission, Vision, Guiding Principles



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Mission

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

Vision

INEE envisions a world where:

- All people affected by crisis and instability have access to quality, relevant, and safe education opportunities;
- Education services are integrated into all emergency interventions as an essential life-saving and life-sustaining component of humanitarian response;
- Governments and donors provide sustainable funding and develop holistic policies to ensure education preparedness, crisis prevention, mitigation, response and recovery;
- All education programs preparing for and responding to emergencies, chronic crises, and recovery are consistent with the INEE Minimum Standards and accountable for quality and results.

INEE's Guiding Principles

INEE believes that:

- Education is a basic human right of all people affected by crisis and instability.
- Education protects during crises and lays a sustainable foundation for recovery, peace and development.
- Education should be included in all humanitarian responses.
- Education policy and services must be actively sustained and coordinated across the humanitarian – development continuum before, during and in recovery from crises.
- Education, like other humanitarian and development endeavors, must adhere to clear standards of quality and be accountable for results.
- Crises which destabilize education can be approached not only as urgent situations of immediate need, but also as opportunities for positive change.

INEE strives to be an open, flexible network with minimum formal structure, with shared leadership, open non-competitive membership, and strong inter-agency collaborative relationships, playing a facilitative as opposed to an operational role. INEE complements other more formal inter-agency mechanisms by employing the 'soft power' of convening and facilitating, not directing and competing, to draw agencies together, sustain commitment and strengthen collaboration for education preparedness, emergency response and post-crisis recovery.

Message from the INEE Steering Group Co-Chairs

Dear INEE Colleagues,

During the past year, we have witnessed with sadness the emergence of new crises and natural disasters, as well as the intensification of ongoing emergency situations: the conflict in Syria, accompanied by hundreds of thousands of people crossing borders into neighboring countries and millions displaced within Syria; Typhoon Haiyan causing devastation in the Philippines; the ramping up of the conflict in the Central African Republic; revived conflict in Egypt and South Sudan; and flooding in India and Pakistan. These and other crises caused human loss and suffering, and each brought obstacles to education. Given these demands, INEE has worked diligently to raise the response for education in emergencies through advocacy, information, tools and technical assistance needed by practitioners in such difficult contexts.

In 2013, INEE's membership surpassed 10,500; a milestone that reflects many people and organizations around the world interested in and working for safe, quality, relevant education for all in crisis and crisis-prone situations. In 2000, when INEE was founded, this growth and worldwide reach was only a dream. Today, it is indeed a measure of INEE's outreach and consistent, professional work and awareness-raising.

This year, INEE contributed to the ongoing professionalization of the field through, for example, the launching of a peer-reviewed journal on education in emergencies and the development of a Conflict Sensitive Education Pack. INEE was also very active throughout the year in important global advocacy initiatives, including organizing an international dialogue during the UN General Assembly on the role of education in crisis situations, which was moderated by Special Envoy Gordon Brown and featured presentations by Jordan's Queen Rania; heads of UNICEF, UNESCO, UNHCR, Save the Children Norway; and the voices of youth, governments, donors and the private sector.

In 2013, INEE also looked to the future by laying the groundwork for the INEE 2014 Global Consultation, a year-long consultative process to develop a network-wide vision of Education in Emergencies for 2015 and beyond. The world will have new global development goals as from 2015, and regardless of how education is included in the new development goals, we will continue to ensure the right to education in crises and emergencies. To do that, the education in emergencies community needs to develop a clear and consensus-driven vision for our work moving forward from 2015.



© Pradeep Sapkota, Nepal

We could not have achieved so much progress this past year without the superb work of INEE's Secretariat – a committed group of professionals who contribute to the INEE's operations and deliverables. Their work is largely anonymous within the larger scope of the network's objectives, so we take this opportunity to recognize them for their tireless and excellent efforts to further the mission and activities of INEE.

Finally, we would like to emphasize our gratitude to all INEE members and supporters; the work INEE has achieved so far is thanks to your efforts and commitment to education for ALL in EVERY crisis. We hope to continue working together to make relevant, quality and inclusive education an achievable right for every child and youth in crisis and those affected by natural hazards. We must continue to ensure that education in emergencies remains an integral part of all present and future international humanitarian and development actions and agendas.

With our best and warm regards,



Marina Anselme
RET



Joel Reyes
World Bank

Highlights of 2013

INEE worked diligently throughout the year to raise the flag for education in emergencies through advocacy, information sharing, and by providing the tools and technical assistance needed by practitioners and education staff around the world, including in responses to crises in Syria, the Philippines, Central African Republic, Egypt, South Sudan, India, Pakistan, and more.

April saw the launch of INEE's [Conflict Sensitive Education Pack](#); the launch took place in Paris in partnership with UNESCO-IIEP. Over 200 people attended, including Ministers of Education, and other government, UN and NGO representatives, all of whom endorsed the new tools. The event was followed by a special concert from Peter Yarrow, formerly of Peter, Paul and Mary.

As part of a renewed mandate for the Working Group on Minimum Standards and Network Tools, INEE announced the launch of the first peer-reviewed [journal on education in emergencies](#). Dr. Dana Burde of New York University has agreed to act as Editor-in-Chief, and an Editorial Board will be established in early 2014, with the first issue of the journal set to be available by the end of 2014.



© ACSUR, Nicaragua

In July, INEE launched the [Education in Emergencies Crisis Spotlight Series](#), which provides up-to-date information about the impact of natural disasters and conflicts on education around the world. The series primarily highlights crises that are outside the mainstream media ("forgotten"), though high-profile crises are also included. Currently, there are 15 crisis profiles from around the world posted in English, French, and Spanish.

In August, INEE successfully wrapped up the [INEE-GIZ Pan-African Knowledge Hub](#). The Hub, established in 2012, worked with a range of education actors to ensure continent-wide participation in decision-making during the Global Partnership for Education board meetings, to create the East Africa Regional Working Group, and to reinvigorate the Inter-Country Quality Node on Peace Education.

The INEE [Working Group on Education Cannot Wait Advocacy](#) developed and held an event during the 2013 UN General Assembly; the event was moderated by Special Envoy Gordon Brown and featured presentations by Jordan's Queen Rania, heads of UNICEF, UNESCO, UNHCR, Save the Children Norway, Youth Representatives, governmental representatives, donors and the private sector.

In late 2013, planning began for the next [INEE Global Consultation](#), which will take place throughout 2014, and will emphasize a regional focus that will culminate in a synthesis meeting later in 2014. The 2014 Global Consultation process will shape the vision of Education in Emergencies for 2015 and beyond and will lay the foundation for the next INEE Strategic Plan, to be released early in 2015.

Throughout 2013, the [INEE website](#) (redesign launched in December 2012) drew increased levels of traffic with the debut of several new features -- discussion forums, member resource upload forms, an interactive member map, the EiE Crisis Spotlight series, and more -- and due to full accessibility of the website in [English](#), [Arabic](#), [French](#), [Portuguese](#), [Spanish](#). Additionally, in order to improve responsiveness and further develop the site, INEE hired its first ever full-time web developer.

INEE **communications** continued to increase in both quality and quantity in 2013, with members newly able to subscribe to any of 20 specialized email lists. A total of 312 messages were sent to INEE members in English, Arabic, French, Portuguese, and Spanish throughout the year. Furthermore, INEE's social media channels exploded in 2013, with a nearly 200% growth in the number of new followers and online member interactions on [Facebook](#), [Twitter](#), and [LinkedIn](#).

By the end of 2013, INEE reached a new milestone, surpassing **10,500 members!** When one considers there were just a handful of members when INEE

was established in the year 2000, the continuous and exponential growth of the network is a testament to the commitment of individuals all over the world to the provision of safe, quality, and relevant education for all in crisis and crisis-prone situations.

2013 included some staffing changes within the [INEE Secretariat](#). We welcomed **Andy Oh** (based in New York) as our Web Developer, **Naoko Arakawa** (based in Geneva) as our Coordinator for Education and Fragility, **Anne-Laure Rambaud** (based in France and Senegal) as French Language Community Facilitator, **Annette Willi** as Events Manager for the High Level Symposium and launch of the Conflict Sensitive Education pack in Paris, and **Jaci Wamberg** as support staff for the Working Group on Minimum Standards and Network Tools. We were happy to announce the promotion of **Kerstin Tebbe** to the newly-created post of INEE Deputy Director, and of Arianna Sloat to the role of Deputy Coordinator for the INEE Minimum Standards and Network Tools. And finally, we would like to thank **Maria Lucia Uribe Torres**, **Noemi Gerber**, and **Jane Kimbwarata** for their outstanding contributions to the work of the network, before moving on to new positions outside INEE in 2013. The full list of staff, consultants, and interns who worked for INEE in 2013 is found in the Acknowledgements section of this report.

Read the report below for more information and accomplishments from 2013.



Membership



2013 was a BIG year for INEE, and we are pleased to announce that the INEE membership – now more than 10,500 MEMBERS – is bigger, more diverse, and more connected than ever before!

INEE Member Facts:

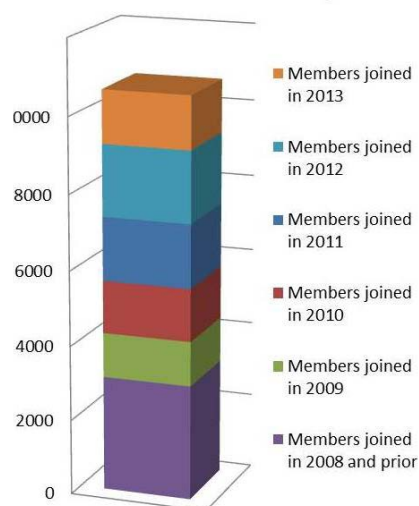
- Over 10,500 of us work and study and teach and respond to the education needs of millions of people facing crisis situations;
- 1,400 new members joined the network in 2013 alone...that's 3-4 new members every day;
- We are teachers and students and NGO workers and UN staff and donors and ministry officials and consultants, and more;
- We work in offices, refugee camps, universities, and under big mango trees;
- We are employed by hundreds of organizations, agencies, and institutions; and many of us work independently;
- We speak more than 70 listed languages and dialects;
- We live in more than 170 countries.

Following the launch of the redesigned INEE website and updated member database in December 2012, a wide appeal was made to all INEE members to update their online profiles. Over 1,000 members took the time to update their information, which has not only improved the quality of exchange between members, but has also increased the accuracy of the data the network has about its members.

Find out more and contact other INEE members using the [INEE Member Database](#) (free login required).

YOU are INEE...and we want to see you!

INEE Membership



Take this opportunity to update your INEE online profile by logging in to the INEE website at www.ineesite.org/login. Update your online profile ([help](#)) with your current email address, your job title and employer, a photo, your email subscription preferences, and any other details that will help you network with other INEE members.

My Profile

Need help with that? Have you forgotten your login email or password? Do not worry—it is very easy to [reset your password](#). If you need more help logging in, just write to network@ineesite.org, and we will help you out.



Members are INEE's biggest asset – the network exists for and because of its members. INEE members participate as both individual members and, often, as representatives of their agencies and organizations. INEE's network is structured to facilitate collaboration and participation at global, regional, and local levels among members and stakeholders. Specific structures – working groups, task teams, and language communities – are designed to foster horizontal communication and action within the network membership and the broader Education in Emergencies community.

	Country Of Residence	Members	Percentage
1	United States of America	2113	20.12%
2	Pakistan	585	5.57%
3	United Kingdom	561	5.35%
4	Kenya	423	4.02%
5	Canada	321	3.06%
6	France	211	2.01%
7	India	201	1.92%
8	Uganda	183	1.74%
9	Congo, Dem. Rep. of the	159	1.51%
10	Cote D'Ivoire	141	1.35%
11	Italy	141	1.35%
12	Switzerland	135	1.29%
13	Afghanistan	130	1.24%
14	Australia	129	1.23%
15	Netherlands	121	1.15%
16	Nigeria	118	1.12%
17	Egypt	110	1.05%
18	Norway	106	1.01%
19	Jordan	105	1.00%
20	Indonesia	101	0.96%
21	Sudan	100	0.95%
22	Sri Lanka	100	0.95%
23	Philippines	94	0.89%
24	Germany	94	0.89%
25	Ethiopia	93	0.88%
	All others	3926	37.39%



INEE Meet-Ups



INEE members organized two sets of Meet-Ups during 2013, in April and December. INEE Meet-Ups are informal face-to-face gatherings in all corners of the globe, where INEE members and others can network, share experiences, and discuss relevant topics. Meet-Ups provide an opportunity for advocacy and awareness-raising among members, government counterparts, and partners, including those outside of the education sector. To find out more about INEE Meet-Ups, visit the INEE website – www.ineesite.org/global-meet-up.

The April 2013 Meet-Ups involved over 200 participants in 51 countries, while the December 2013 Meet-Ups were organized in 40 locations, from Afghanistan to Zimbabwe, with more than 260 participants. Participants came from a wide variety of backgrounds, including researchers, education professionals, students, professors, and many more.

Although Meet-Ups are informal by nature, many organizers chose to focus on a theme, including “World Anti-Corruption Day,” “Building a Culture of Resilience in Dealing with Emergencies,” and “Education Can’t Wait.” Participants engaged in a variety of activities including discussions, presentations, poster designs, role plays, and interactive group work. The Meet-Ups ranged from informal gatherings around a meal or coffee, to outdoors gatherings, to more formal events with panel-led discussions. There was an average of seven participants at each Meet-Up, with 28 participants attending the largest event in Washington, DC in December.

“We had a great discussion that centered around conflict-sensitive education. We also had tremendous ethnic diversity in the participants – they ranged from a Tajik to West Africans, an Israeli studying education in Israel, a Palestinian, and Canadians.”

– Toronto Meet-Up participant



INEE Meet-Up in Accra, Ghana, Dec 2013.

Photo: Clement Edah



INEE Meet-Up in Bissau, Guinea, Dec 2013.

Photo: Filipe Couto

“As one of the participants put it, this event was a space for open discussion, and because it was an informal meeting, the participants felt at ease sharing and discussing issues that wouldn’t be [as] easy or accepted to discuss in other more formal meetings.”

.....
– Panama City Meet-Up organizer



INEE Meet-Up in Murzaffarabad, Pakistan, Dec 2013.

Photo: Muhammad Fiaz Mir



INEE Meet-Up in Panama City, Panama, Dec 2013.

Photo: Diego Vidal Gutiérrez Santos



INEE Meet-Up in Viana do Castelo, Portugal, Dec 2013.

Photo: Andreia Soares



INEE Meet-Up in Sana'a, Yemen, Dec 2013.

Photo: Al-Maqtari



INEE Meet-Up in Amman, Jordan, Dec 2013.

Photo: Camilla Lodi

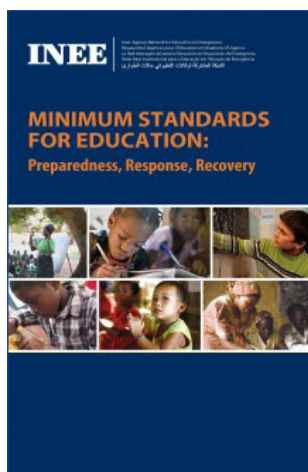


INEE Meet-Up in Islamabad, Pakistan, Dec 2013.

Photo: Abdul Jahan

Working Group on INEE Minimum Standards and Network Tools

The [INEE Minimum Standards for Education: Preparedness, Response, Recovery](#) express a commitment that all individuals—children, youth and adults—have a right to education. The standards articulate the minimum level of educational quality and access in emergencies through to recovery. They are being used in over 110 countries around the world to improve program and policy planning, assessments, design, implementation, monitoring and evaluation. The standards are also used for advocacy and as a tool for contingency planning and preparedness.



The INEE Working Group on Minimum Standards held two meetings this year; in Colombo, Sri Lanka and in Washington, DC. Members of the Working Group discussed various issues including how to support education policy and programming at the national level and how to better support tertiary-level teaching and learning on EiE. In addition, the Working Group has prioritized building the evidence base around education in emergencies including supporting knowledge creation, capture, and distri-

bution. The Working Group additionally participated in the Joint Standards Initiative and provided inputs into the proposed Common Core Humanitarian Standard, currently under development.

INEE Minimum Standards and Network Tools: Translation and Dissemination

Since its launch in June 2010, the [INEE Minimum Standards Handbook](#) has been translated into [29+ languages](#), including most recently [Bangla](#), [Bahasa Indonesia](#), and [Burmese/Myanmar](#) languages. Visit the [INEE Toolkit](#) to download the INEE Minimum Standards Handbook in more than 20 languages.

In 2013, INEE began a collaborative process to update the INEE Minimum Standards Arabic translation in an effort to improve the accuracy and clarity of the language and to ensure broader comprehensibility throughout the Arab region.

This year, at the request of INEE members, INEE distributed over 7,621 hard copies of network tools including over 1,525 copies of the INEE Minimum Standards Handbook. These materials were

distributed to over 46 countries in five languages including: English, French, Arabic, Spanish and Portuguese.

As 2014 marks the 10-year anniversary of INEE Minimum Standards, the INEE Working Group on Minimum Standards has been preparing promotion and advocacy activities to celebrate this milestone.

INEE Minimum Standards Contextualization

The INEE Minimum Standards are most relevant, meaningful, and effective when they are contextualized or adapted for a particular setting. This year, INEE and partners supported the contextualization of the INEE Minimum Standards in the [occupied Palestinian territories](#), [Ethiopia](#), [Sri Lanka](#) and Lebanon (forthcoming). The process to contextualize the Standards is also underway in Bangladesh. These contextualized Standards support quality, effective and inclusive education policy and practice in the context of each country for which they are designed.



In an effort to capture the collective knowledge and experiences gained from past contextualization processes, INEE published a paper entitled [Contextualizing Global Standards to Local Settings: Challenges and Lessons Learned](#). Additional guidance on [Promoting, Using, and Applying Contextualized Standards](#) was also developed this year. For more information and guidance on how to contextualize the INEE MS visit: www.ineesite.org/en/minimum-standards/contextualization.

INEE Minimum Standards Trainings and Capacity Development



In 2013, the INEE Secretariat, in collaboration with Education Clusters and other partners, supported over 9 Minimum Standards trainings and workshops including in Chad, Jordan, Lebanon, Timor Leste, Ethiopia, Kenya and Iraq. Additional INEE Minimum Standards trainings have been organized this year by INEE Members around the world including workshops held in Indonesia, Myanmar, and Turkey. Online learning opportunities were offered through the INEE E-learning module on the INEE Minimum Standards and a [Disaster Ready Initiative Webinar](#).

In 2013, the INEE Secretariat provided additional virtual technical support to over 127 INEE members on INEE Minimum Standards usage and application, capacity development and other EiE-related issues.

Knowledge Management

INEE has developed a series of annotated bibliographies to contribute to building the evidence base to more effectively articulate and advocate for successful, quality education programming for all. INEE annotated bibliographies are now available on the INEE website on the following topics: [Teacher Professional Development](#), the [INEE Minimum Standards](#), [Education for Youth Affected by Crisis](#), [Early Childhood Care and Development in Emergencies](#).

This year, the INEE Minimum Standards Working Group organized and participated in multiple education and humanitarian conferences including CIES and the World Humanitarian Studies Conference. Panels were organized on why standards matter in humanitarian response, conflict sensitive education, and on the Syrian education response.

Throughout 2013, a number of blog posts were shared by the INEE Minimum Standards working group and secretariat including:

- [Iraqi Kurdistan: Building INEE Capacities and co-ordination in response to the Syrian refugee crisis](#);

- [Education as Opportunities for Adolescent Girl's Improved Access and Quality of Education](#);
- [Syrian Teachers in Turkey](#);
- [Contextualization of INEE Minimum Standards underway in oPt](#); and
- [Contextualization underway in Sri Lanka](#).

INEE Toolkit



The INEE Working Group on Minimum Standards and Network Tools launched the [INEE Toolkit](#) in January 2011 as a resource to aid educationalists, humanitarian workers and government officials working in education in emergency and crisis settings through to recovery. In 2013, the Toolkit received 29,625 unique visitors who collectively accessed the Toolkit 46,723 times. The Toolkit was accessed from 202 countries, with the majority coming from the United States, the United Kingdom, India, Kenya, Pakistan, Canada, Switzerland, France, the Philippines, and Australia. Various tools are accessible in 29+ languages. Since 2012, document downloads more than quadrupled with over 14,627 document downloads in 2013. Additional areas of the toolkit were added this year on [Conflict Sensitive Education](#) and non-English language resources.

INEE Journal on Education in Emergencies



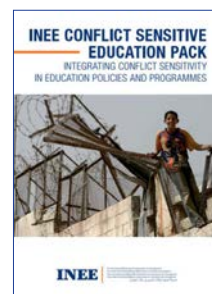
In 2013, INEE developed the framework and foundational documents for a new [Journal on Education in Emergencies](#), to be launched in early 2014. An inter-agency selection committee identified Prof. Dana Burde as the first Editor-in-Chief for the Journal.

This peer-reviewed journal is set up in response to the growing need for rigorous Education in Emergencies (EiE) research to strengthen the evidence base, support EiE policy and practice, and improve learning in and across organizations, policy institutes, and academic institutions. The Journal on EiE will close a gap existing in the academic space; currently, there is no journal dedicated to this topic.

EiE is defined as “quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher, and adult education. EiE provides physical, psychosocial, and cognitive protection that can sustain and save lives” (INEE 2010). Accordingly, the Journal on EiE will welcome articles within the entire continuum of prevention, preparedness, response, recovery through to development. In addition, articles linking EiE with thematic/cross-cutting issues (i.e. gender, inclusive education, human rights, etc.) are also appropriate. For more information visit: www.ineesite.org/journal.

INEE Conflict Sensitive Education Pack

In an effort to improve the quality of education in emergencies in countries affected by conflict, INEE developed and launched a comprehensive [Conflict Sensitive Education \(CSE\) Pack](#) in 2013. This new tool aims to integrate conflict sensitivity into education policies and programs around the world.



In August, FHI 360 and Save the Children US joined INEE in the US launch of the INEE Conflict Sensitive Education (CSE) Pack, developed to support the integration of conflict sensitivity in education policies and programs. A morning workshop provided a group of practitioners, policy-makers, and donors the opportunity to review the key concepts of conflict-sensitive education and apply the CSE Pack in a simulation activity. The launch introduced the CSE Pack to about 100 people who attended the event in-person or via live-streaming. INEE is currently developing a training package to further support capacity building around CSE.

For more information on the INEE Working Group on Minimum Standards and Network Tools, contact minimumstandards@ineesite.org.

Working Group on Education and Fragility

The INEE Working Group on Education and Fragility has been contributing to enhanced coordination, information sharing and evidence-based advocacy in the field of education and fragility since its inception in 2008. The current Working Group members, consisting of bilateral donors, UN agencies, academics and NGOs, play a major role in promoting conflict sensitive approaches to be applied in education programs and policies, as well as knowledge generation in various areas through studies and seminars.



The Working Group has two objectives which build on the achievements of the first Working Group from 2008-2010.

These are:

- Facilitate a learning space for dialogue and information sharing on education's role in state- and peace building;
- Promote conflict-sensitive approaches to education in fragile contexts to influence decision-makers at all levels.

Below are highlights from the Working Group's activities in 2013.

High-Level Symposium on Conflict Sensitive Education

The INEE Working Group on Education and Fragility, in collaboration with UNESCO's International Institute for Educational Planning (IIEP), organized a High-Level Symposium on "Conflict Sensitive Education – Why and How?" on 8 April 2013 in Paris. This landmark event brought together around 200 education stakeholders, including Ministries of Education (Chad, Democratic Republic of Congo, Kenya, Liberia, Mali, Palestine, Sierra Leone and Uganda), UN agencies, bilateral organizations,

"One of the exciting moments in 2013 was the work done on conflict-sensitive education and the development of the Conflict Sensitive Education Pack. In the next year, we would like to see these tools put to use and gather evidence on how they actually work in practice."

– Sarah Dryden-Peterson and Yolande Miller-Grandvaux, co-chairs of the Working Group on Education and Fragility

intergovernmental and non-governmental organizations, academia and civil society organizations, to discuss the challenges of providing quality education in conflict-affected and fragile contexts and to offer concrete recommendations to promote the implementation of conflict-sensitive education.

Following the panel in which Ministers of Education shared their experiences of promoting quality education and the challenges their education systems face, participants endorsed by acclamation the [Paris Symposium Declaration on Conflict Sensitive Education](#). The Declaration expresses the shared commitment to ensure that education programs

and policies are sensitive to conflicts and support the prevention of violence.

During the event, INEE launched the Conflict Sensitive Education Pack (CSE Pack), which consists of three resources to help practitioners and policy makers ensure that their policies and programs are conflict sensitive: 1) [INEE Guiding Principles](#), 2) [INEE Guidance Note](#), and 3) [INEE Reflection Tool](#). These tools were developed jointly with the Working Group on INEE Minimum Standards and Network Tools, and with inputs from multiple stakeholders.

The Working Group on Education and Fragility continues to address and advocate for the utilization of systematized guidance on developing and carrying out conflict-sensitive education programs and policies. The report of the High-Level Symposium is available in [English](#).

INEE and UNESCO-IIEP Joint Symposium at 12th UKFIET International Conference

In 2013, the Working Group focused on disseminating and advocating the conflict-sensitive approaches and tools at international conferences as well as among members' organizations and their partners.

At the 12th UKFIET International Conference on Education and Development, the Working Group on Education and Fragility held a three-part joint symposium entitled *"Rebuilding Resilience in a Changing World: Conflict and Crisis Sensitive Approaches to Planning and Programming for Education Systems."* During the first session, representatives from the Ministries of Education in South Sudan, Haiti and Palestine shared their experiences with planning for the crises affecting their countries. Following this, the Working Group members from DFID, UNESCO-IIEP, UNICEF and INEE presented the different methodologies and tools they have developed in support of conflict and crisis sensitive planning and programming in education. The final discussion, facilitated by INEE Director Lori Heninger, revealed that education actors, including

Ministry of Education officials increasingly recognize the dual role education can play, and are seeking to systematically integrate conflict and disaster risk reduction measures into their national education sector planning processes. The complete symposium paper is available on the [INEE website](#).

Strengthen Evidence-Based Advocacy and Policy Recommendations

In order to facilitate a learning space for dialogue and information sharing as the second pillar of the Working Group on Education and Fragility, several research initiatives for evidence-based advocacy and policy recommendations have been implemented. A sub-working group has been working on collaboration of health and education sectors in fragile and conflict-affected contexts. A round-table discussion entitled "Health and Education in Conflict-Affected and Fragile Contexts – Bridging the Development Gap and Enhancing Collaborations" was organized in May 2013 to explore gap areas for further collaboration. The event identified three key areas of challenge that would benefit from greater collaboration and knowledge sharing, namely: governance, human resources and protection. The report of this event is available on the [INEE website](#). The group is currently preparing for a similar event in 2014 to explore issues around service delivery for building resilience.

Another sub-working group on private sector engagement in education conducted a desk review to explore 1) what are the narratives and practices around private sector engagement in education in conflict-affected and fragile states, and 2) what are the critical considerations for the future. The paper discusses major motivating factors driving private sector engagement, potential constraints and mitigation strategies. The study summary was presented in the Working Group meeting in October 2013. The final report will be published and shared at international conferences in the coming year.

The outcomes and findings of these initiatives will be integrated and used in the overall INEE advocacy strategy, linking with high-level events in the

post-2015 context as well as ongoing advocacy plans of the Working Group.

INEE Education and Fragility Communications

The [INEE Education and Fragility Newsletter](#) was launched in May 2012, and reaches around 7,000 members on a monthly basis. It contains the latest resources and details of upcoming events related to education, peace building and fragility, as well as information about programs INEE member organizations are developing, and updates and information from the Working Group on Education and Fragility. The newest feature of the Newsletter, the “Conflict Sensitive Education Corner” (introduced in June 2013), features events, resources, and news related to INEE’s work on Conflict Sensitive Education (CSE). Members contribute to this section by writing summaries about their promotion and use of CSE and the INEE CSE Pack. In addition, we have produced two special edition Newsletters on CSE: [January 2013](#) and [April 2013](#).

A major revision of the [Education and Fragility webpages on the INEE website](#) was undertaken during 2013. The overarching purpose of the redesign of these webpages was to develop a portal on issues of education, peace building, fragility and conflict that will play a leading role in these areas.

Extended Mandate of the Working Group

During the meeting in April 2013, the Working Group agreed to extend its mandate by one year from October 2013 to September 2014, and establish a third mandate in October 2014 for an additional two years. The current membership in the Working Group on Education and Fragility will continue during the extension period and its focus will include the following three main areas: conflict-sensitive education, building resilience, and emerging issues, particularly the Syrian crisis. The group will reconstitute with a new membership in October 2014 through an open application process.



© Stacy Hughes, Guatemala

Working Group on Education Cannot Wait Advocacy

“The true test of our humanity and commitments towards our children is not how much we support children in times of peace. No...the true test of our humanity is how best we build strong children when crisis reigns and crisis strikes. It’s those moments that define our humanity.”

– Queen Rania of Jordan



After the 2012 UN General Assembly Side Event on Education Cannot Wait, a group of UN Agencies, NGOs and individuals decided to work together to move the Education Cannot Wait agenda forward. Education Cannot Wait is part of the UN Secretary-General’s Global Education First Initiative, under the goal of “Put Every Child in School.” This goal is divided into three objectives:

- to ensure education is part of every humanitarian intervention;
- to protect education from attack; and
- to ensure that education sector plans include disaster preparedness.

The group decided it would meet under the auspices of INEE, and adopted the name the [INEE Working Group on Education Cannot Wait Advocacy](#). The group met twice in 2013, a work plan was created around the three objectives, and implementation began.

The major task of the Working Group in 2013 was to hold a second Education Cannot Wait event in conjunction with the UN General Assembly. The purpose of the event was to have panelists make firm commitments based on the Education Cannot Wait objectives. After months of planning, the event was held at UNICEF House in New York and brought together the following speakers:

- Anthony Lake, Executive Director, UNICEF
- Her Majesty Queen Rania Al Abdullah, Queen of Jordan
- Irina Bokova, Director General, UNESCO
- Gordon Brown, UN Special Envoy for Education (speaker and Chair)
- Alice Albright, CEO, Global Partnership for Education
- António Guterres, High Commissioner, UNHCR
- Leila Zerrougui, Under-Secretary General, Office of the Special Representative of the Secretary General on Children and Armed Conflict



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- Heikki Holmås, Minister of International Development, Norway
- Fatou Bensouda, Prosecutor, International Criminal Court
- Ms. Elizabeth Rasmusson, Assistant Executive Director, WFP
- Tove Wang, CEO, Save the Children Norway
- John Ging, Director of Operational Division, OCHA
- Ahmad Alhindawi, UN Special Envoy for Youth
- Chernor Bah, Chair, GEFI Youth Advisory Group
- Hon. Minister Jean-Pascale Labille, Minister of Development Cooperation, Belgium
- John Fallon, CEO, Pearson
- Anthony Smith, Director of International Relations Division, DFID

The meeting was attended by about 120 people and there was time for questions and comments after the speeches. Unfortunately, few actual commitments were made during the event. The Working Group met the day after the event, and decided that the major thrust of its work for 2014 would be to follow up with panelists and work to get concrete, measurable commitments post-event.

Special Envoy Gordon Brown sent letters to each panelist, thanking them for their participation, and letting them know INEE would follow up on the subject. INEE also sent thank you letters and later sent follow-up letters asking for specific commitments. As of December 31, commitment letters are arriving and individual calls and consultation will begin in 2014.

INEE Secretariat and Working Group members supported additional advocacy initiatives throughout the year, including UNICEF Belgium's Education in Emergencies Campaign. The Campaign was created to raise awareness of the subject within Belgium and, after three years, ended in December of 2013. UNICEF Belgium has worked tirelessly to influence the government of Belgium so that they will ensure education is part of their humanitarian response. As of the end of 2013, a resolution on education in emergencies was drafted and is scheduled for a vote in 2014.

INEE was invited to many conferences and events, including the EU Meeting on Education in Emergencies held at the Solvay Library in Brussels, USAID's annual education conference, the Learning for All meetings at the World Bank, and to a meeting on education at the White House.

Pan-African Knowledge Hub

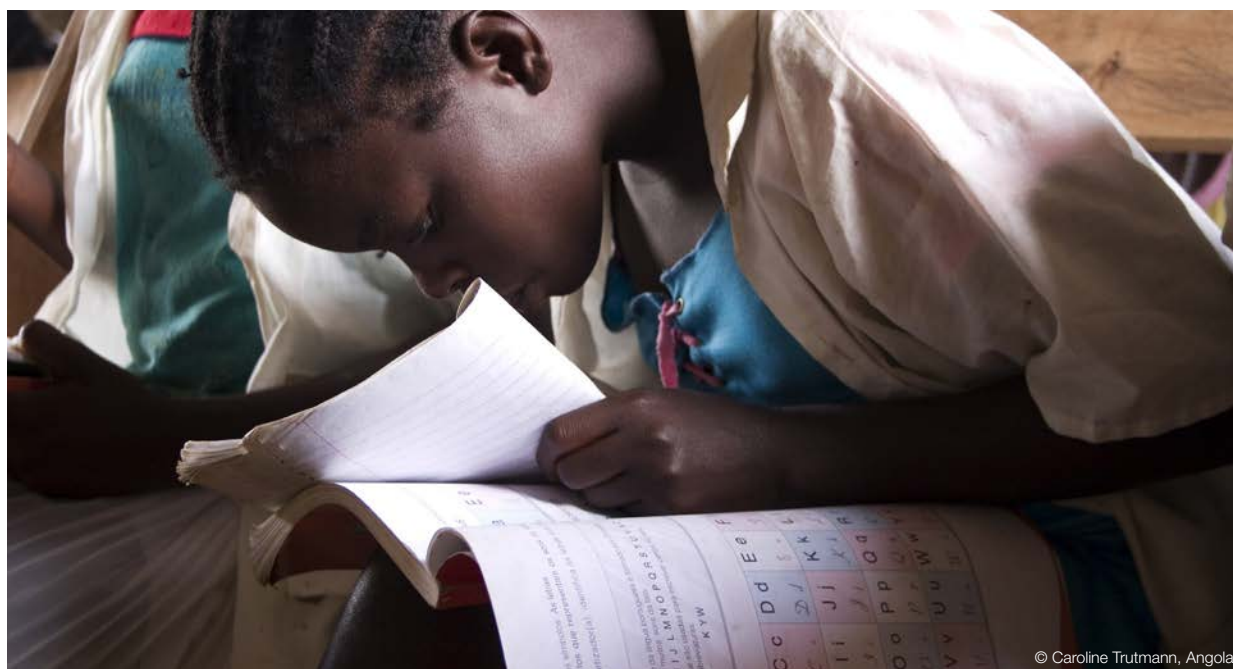
The joint [INEE-GIZ Pan-African Knowledge Hub](#) (“Knowledge Hub”) was established in March 2012 and completed its mandate at the end of July 2013. The Knowledge Hub was part of the “German BACKUP Initiative - Education in Africa” (or BACKUP Education), a program of the German Federal Ministry for Economic Cooperation and Development (BMZ) which is implemented by GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH). The Knowledge Hub was implemented by the Inter-Agency Network for Education in Emergencies (INEE).



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The goal of the Knowledge Hub was to support South-South learning and exchange that facilitates improved access to and utilization of international funding mechanisms for education (such as the Global Partnership for Education). To achieve this goal, the Knowledge Hub served as a platform for sharing knowledge and experience on funding, planning and managing education among African countries.

Through its facilitative activities, the Knowledge Hub hoped to better equip African education stakeholders to manage the processes that accessing or utilizing these mechanisms require (e.g. developing or implementing an education sector plan). A further priority was targeted sharing and learning processes focused on approaches to tackling the technical challenges facing education in African countries affected by crisis and conflict. The Knowledge Hub facilitated sharing experiences and opportunities for using educational approaches to help prevent violence and promote peace.



© Caroline Trutmann, Angola

A number of activities took place in 2013 through the end of the project:

- Further action was taken with the **Inter-Country Quality Node (ICQN) on Peace Education** on engagement initiated in 2012. Follow-up activities were finalized from the [international workshop](#) that took place in Naivasha, Kenya, in early December 2012 at which 12 African Ministries of Education participated as well as additional education partners. Knowledge Hub staff continued to work with key partners (ADEA, the Ministry of Education, Kenya, UNESCO, the UNESCO National Commission, UNICEF) to begin activities in the Action Plan developed by the workshop participants and to mobilize resources for a Secretariat to facilitate the ICQN. Ongoing support helped to ensure the viability of the ICQN as evidenced by a further workshop of the participating countries that took place in November 2013 in Kenya.
- A **research study** was undertaken by the Knowledge Hub to review the inclusion of conflict sensitivity and peacebuilding in the education sector plans of 9 Sub-Saharan African countries: Chad, Côte d'Ivoire, Democratic Republic of Congo, Liberia, Sierra Leone, Somalia (South Central), South Sudan, Uganda and Zimbabwe.
- The Knowledge Hub worked with [ANCEFA](#) (the Africa Network Campaign for Education for All) to develop knowledge management strategies to support sharing and capacity building amongst its member national education coalitions across Africa.
- The [Knowledge Hub e-newsletter](#) was disseminated on a monthly basis in English, French and Portuguese.

BACKUP Education continues to provide support to governments and civil society partners to avoid bottlenecks during the application for and use of resources from the Global Partnership for Education Fund. It provides catalytic funding where need is identified locally to help achieve national education goals in partnership with in-country and donor partners. Between August 2011 and January 2014, BACKUP Education has supported 64 activities in 22 countries and at the regional level. Its mandate has been extended and resources stocked up to respond to requests through to September 2017.

Language Communities

2013 was a busy year for all four INEE Language Communities, with an enormous amount of work done to translate and produce INEE communications, and provide a range of services to INEE members in Arabic, French, Portuguese, and Spanish. Thanks to the efforts of the Language Community Facilitators, and the interns and volunteers who work with them, the INEE website remains a rich source of multilingual content (www.ineesite.org – click on the language prefix of your choice at the top right of the screen).

Highlights of the activities of each Language Community are listed below, with more information available on the INEE website – www.ineesite.org/language-communities.

To join an INEE Language Community, just click on the corresponding INEE Group in your online member profile. If you are not yet an INEE member, you can join for free (in all five languages, of course) on the INEE website – www.ineesite.org/join.

Arabic Language Community



The INEE Arabic Language Community (ALC) grew to nearly 600 members in 2013, demonstrating the growing importance of education in emergencies issues in the Middle East and North Africa. With the support of the part-time ALC Facilitator, a number of activities were carried out in 2013, a few of which are highlighted below:

- Translation, translation, translation...the ALC Facilitator oversaw the translation to Arabic of a multitude of emails, reports, presentations, tools, website content, training materials and much more, making accessible a vast amount of EiE material to Arabic-speaking members for the first time.



- Following two training events on the INEE Minimum Standards for Ministry of Education staff in Lebanon in late 2012, ALC members prepared, translated, and finalized a set of standards applicable to the EiE context in Lebanon.
- The ALC Facilitator provided support during several training and workshop events targeting Ministry of Education staff in the Middle East region, including Lebanon, Egypt, Libya, and Iraq.

To find out more about the Arabic Language Community, please visit the INEE website – www.ineesite.org/ar/arabic.

French Language Community

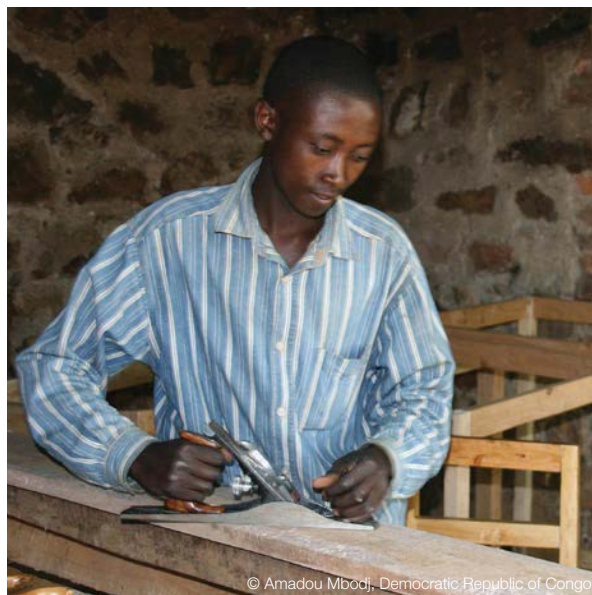


The French Language Community (FLC) continued in 2013 as INEE's largest language community with over 1,000 members. With the support of the part-time FLC Facilitator, FLC members engaged in a wide variety of activities throughout the year, a few of which are noted below.

- The FLC Facilitator facilitated the translation and review of numerous resources and tools, including the materials in the [INEE Conflict Sensitive Education Pack](#), and the ongoing review of the French version of the [EiE Harmonized Training Package](#).
- The FLC team actively worked on translation throughout the year, including ensuring that the INEE website is available and up-to-date in French (www.ineesite.org/fr).
- The team also produced monthly resource update emails, which provided INEE members with French-language tools, resources, publications and other materials, and worked as a platform for sharing the work and best practices of INEE members around the world.



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- For the first time, on-line discussions were organized in French on the INEE website, offering members the opportunity to share experiences and knowledge in French, with a focus on French-speaking contexts. Summaries of the discussion were translated in English and shared with the wider INEE membership.
- In April 2013, INEE launched a [French-language Facebook page](#) to accompany the existing [Twitter account](#) as a new channel where members can engage and stay abreast of information and events.

To find out more about the French Language Community, please visit the INEE website – www.ineesite.org/fr/francais.

Portuguese Language Community



The Portuguese Language Community (PLC) works to connect INEE members living and working in Lusophone countries, and to facilitate the exchange of information, news, resources, and experiences related to education in emergencies. The part-time PLC Facilitator works closely with the [Unit for Education and Development Studies](#) (GEED) at the Higher School of Education of Viana do Castelo Polytechnic Institute and the Center for African Studies at the University of Porto.



Throughout 2013, the PLC engaged in a wide variety of activities, including:

- The dissemination of monthly resource updates and other email messages in Portuguese, including information about tools, resources, events, and news relevant to EiE work in Lusophone contexts.
- The development of a group of volunteers who assist in translating relevant content for sharing with Portuguese-speakers.
- The PLC Facilitator participated in several meetings and events on behalf of INEE, including at the *Colóquio Internacional "Cooperação e Educação para o Desenvolvimento: Lições e Desafios"* in March in Portugal and at the [South-South Lusophone Countries Cooperation Program Meetings \(SSCP\)](#) in Brazil and Portugal. Within the SSCP, the PLC Facilitator provided technical support to research on early childhood education in Angola, Cape Verde, Guinea Bissau, Mozambique, and São Tomé e Príncipe.
- The PLC Facilitator also represents INEE in the [Portuguese coalition of the Global Campaign for Education, advocating for the right for education](#).
- Increased communication and technical assistance provided to PLC members.
- Organization of INEE Meet-Up events in Portugal and Guinea Bissau.

To find out more about the Portuguese Language Community, please visit the INEE website – www.ineesite.org/pt/portugues.

Spanish Language Community



During 2013, the Spanish Language Community (SLC) continued to be a space for exchange and learning about education in emergencies (EiE) and disaster risk reduction (DRR) in the education sector, mainly in Latin American countries.

The part-time SLC Facilitator continued to represent INEE in Regional Education Cluster initiatives and meetings, which has helped ensure that INEE priorities are included in the group's 2014-2015 work plan. Among other activities, the SLC works in collaboration with the [Regional Disaster Information Center \(CRID\)](#), based in Costa Rica, on the production of a joint monthly Resource Update newsletter in Spanish.

The SLC's participation in regional bodies and activities has resulted in leveraging resources for the benefit of INEE members, including the production of several key EiE tools in Spanish. The [INEE HIV and Education Guidelines](#) was translated and disseminated with support from the World Vision Regional Office, and the [INEE Conflict Sensitive Education Pack](#) was translated to Spanish with support from the RET. SLC members provided translation and technical review for these resources. The SLC Facilitator also worked closely with UNICEF and Plan International to develop a Spanish-language version of the [EiE Harmonized Training Package](#), contextualized for the Latin America and Caribbean region.

At the national level, SLC members and organizations organized a variety of training activities related to DRR and EiE, including in Chile, Colombia, Ecuador, Perú, Dominican Republic, Costa Rica, Nicaragua, Honduras, El Salvador, and Guatemala. More than 10,000 copies of the INEE Minimum Standards handbook were printed in Central America.

With support from the SLC, several Ministries of Education in the region have continued to improve their technical capacities and participation in DRR national platforms and Civil Defense structures. Chile, Peru, Ecuador, Colombia, Dominican Republic, Nicaragua, El Salvador, and Honduras have specific units or departments to deal with DRR in the education sector, and they each work on emergency preparedness to coordinate and provide education emergency response. The Ministries of Education of Peru and Ecuador have expressed interest in contextualizing the INEE Minimum Standards at national level during 2014.

To find out more about the Spanish Language Community, please visit the INEE website – www.ineesite.org/es/espanol.



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Task Teams



INEE Task Teams allow INEE members to work collectively on specific areas of interest, advocating for key cross-cutting issues, and collaboratively developing tools and resources to help practitioners provide inclusive, quality and safe education for all affected by crisis. To learn more, visit the INEE website — www.ineesite.org/task-teams.

Task Team membership is open to any INEE member. To join a Task Team, send a short email of introduction to the relevant task team email address listed on the [INEE website](http://www.ineesite.org).

Adolescents and Youth Task Team

In line with its 2013 work plan, the INEE Adolescents and Youth Task Team (AYTT) focused on advocacy, knowledge management, resources sharing, and inter-agency coordination. AYTT activities included:

- Contribution to the “INEE-RET Round Table - Youth Education 2015 and Beyond”, which took place in October 2013, and from which resulted two significant publications: 1) [Reshaping the International Education Agenda to Include Youth in Situations of Fragility and Crisis](#); and 2) [Key Messages INEE-RET Round Table Youth Education 2015 and Beyond](#) (available for download in five languages);
- Development of a guidance document on [Engaging Youth-Led and Youth-Serving Organizations in Disaster Relief Efforts](#);
- Development of guidance to complement inter-cluster needs assessment and information management tools to ensure that youth needs and capacities are included;
- Assistance in the compilation and publication on the INEE website of the [Annotated Bibliography: Education for Youth Affected by Crisis](#);
- Provision of substantive inputs and participation in several global initiatives and events, including the INEE Conflict Sensitive Education tools and launch event in April 2013;
- Dissemination of regular Resource Updates for the INEE adolescents and youth thematic email list;
- Publication of AYTT member educational experiences through the Call for Youth Voices and updates to the [AYTT advocacy documentation](#);
- Consultation of task team members to identify knowledge gaps and good practices, and to invite members to present information about their organizations in the regular AYTT Resource Updates.

More information about the AYTT and its activities is available on the INEE website: www.ineesite.org/task-teams/adolescents-and-youth.

Early Childhood Development Task Team

The INEE Early Childhood Development Task Team (ECDTT), which operates as a working group of the [Consultative Group on Early Childhood Care and Development](#), carried out several activities in 2013:

- Presentation and participation in a workshop entitled “Global Perspectives in Programming, Research, Policy and Advocacy” as part of the “Power of Early Childhood Development Services in Conflict and Post-Conflict Environments Conference” held in Belfast, Ireland in February;
- Participation in the launch of the Early Childhood Peace Consortium, led by UNICEF in September;
- Collaboration with the Education Cluster and participation in Cluster meetings as the early childhood focal point. This included participation in the joint fall meeting with the Child Protection sub-cluster, a display and presentation regarding the role of early childhood development in peace-building, and the launch by UNICEF of the Early Childhood Peace Consortium;

- Continued work on a paper on ECD and Peace-building (publication pending); and
- Development of an advocacy plan for ECD in Emergencies, based on inputs from ECDTT members (publication pending).

More information about the ECDTT and its activities is available on the INEE website: www.ineesite.org/task-teams/early-childhood.

Gender Task Team

In 2013, the Gender Task Team (GTT) continued its work of connecting practitioners and scholars, providing relevant, accessible tools and resources, and soliciting the expertise and experience of its members in new and ongoing projects. 2013 activities included:

- Collaboration with the Education Cluster on a survey to map gender-based EiE interventions, and to gauge accessibility and uses of existing gender-focused EiE resources;



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- Collection and dissemination to INEE members of information about relevant research symposiums/forums/opportunities;
- Contributions to INEE's social media messaging.

More information about the GTT and its activities is available on the INEE website: www.ineesite.org/task-teams/gender.

Inclusive Education Task Team

The Inclusive Education Task Team (IETT) aims to promote the key principles, behaviors and actions necessary for ensuring that all excluded and marginalized people are included in emergency education opportunities. While the IETT was quiet for much of 2013, efforts were made to renew the task team membership and flesh out the team's work plan, including a few concrete activities that will reach completion in 2014. The IETT also oversaw the translation and re-printing of the [Teachers Can Help Everyone Learn](#) poster.

More information about the IETT and its activities is available on the INEE website: www.ineesite.org/task-teams/inclusive-education.

Quality Education Task Team

The INEE Task Team on Quality Education for Prevention, Preparedness, Response and Recovery (QETT) aims to improve the quality of teaching and learning for prevention, preparedness, response and recovery, through the collaborative efforts of its members. The QETT carried out minimal activities in 2013, but did utilize the INEE quality education thematic email list to disseminate periodic email updates and information bulletins.

More information about the QETT and its activities is available on the INEE website: www.ineesite.org/task-teams/quality-education.



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Technology and Education in Crises Task Team

The Technology and Education in Crises Task Team (TECTT) was launched in 2013, but, due to time constraints on the part of the conveners, and the re-assignment of one, no activities were carried out. The TECTT will further develop its work plan in 2014, with opportunities for members to engage in a variety of substantive activities and initiatives.

More information about the TECTT and its proposed objectives is available on the INEE website: www.ineesite.org/task-teams/technology.

Communications

INEE communications continued to increase in both quality and quantity in 2013, with members able to: subscribe to any of 22 specialized email lists; follow several social media channels; participate in discussion forums in multiple languages; and access a wealth of information and resources on improved webpages, which are available in English, French, Spanish, Portuguese, and Arabic.

Website – www.ineesite.org

Following the launch of INEE's upgraded and redesigned website in December 2012, the INEE communications team worked hard to capitalize on the new platform, which, among other novelties, afforded access and content in all five of INEE's principal languages.

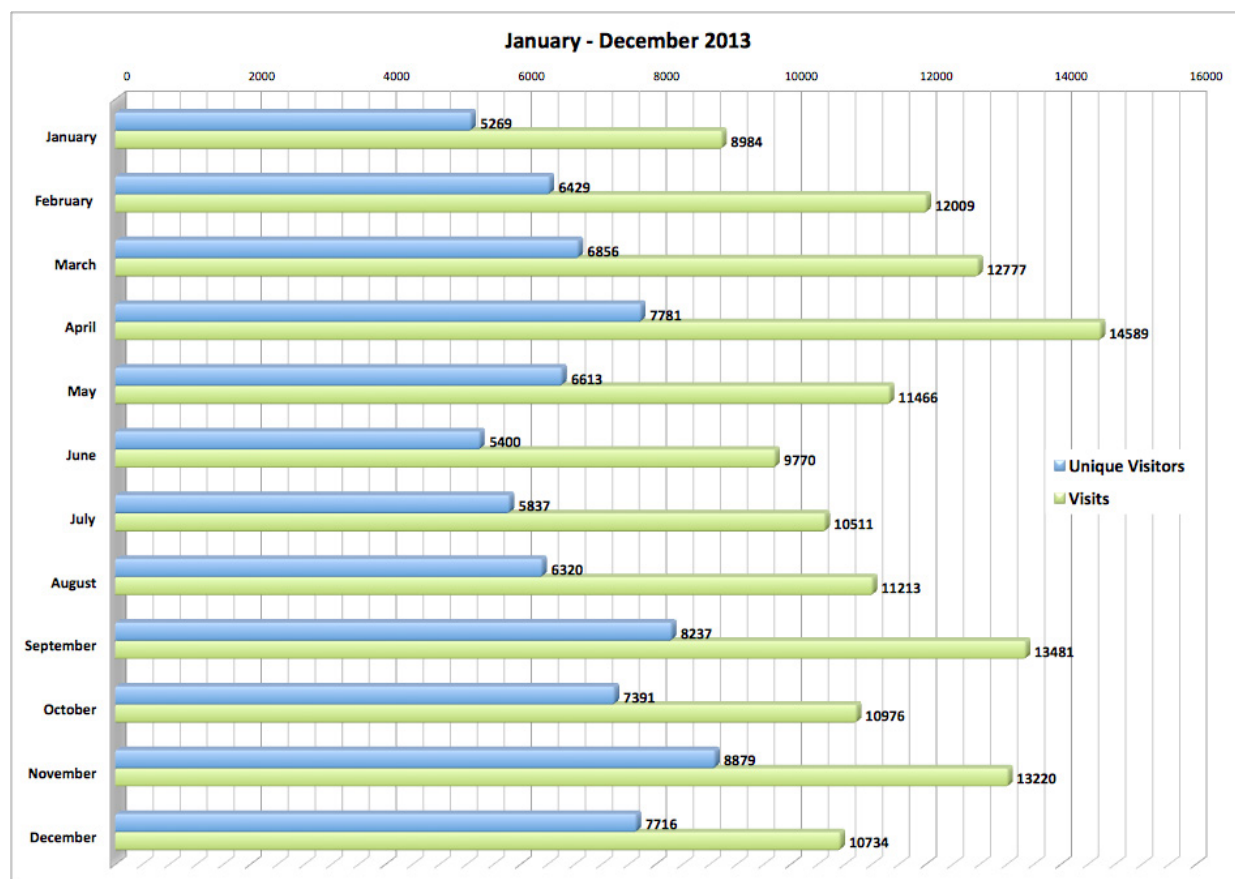
2013 saw the expansion of the website to more than 150 pages, and a sharp increase in the number of "dynamic entries" (jobs, news items, resources, blog posts, events, etc.), many of which were added directly by INEE members using the new upload forms. Social media and RSS buttons were added to most pages of the site, further integrating the website with other INEE communications channels.

Recognizing the importance of maintaining a dynamic and world-class website, INEE hired, for the first time, a full-time web developer in April 2013. Among many other things, this addition has allowed for enhanced data tracking and reporting, which improves our planning for the website as a primary communications tool.

To cope with a growing demand on the INEE website – more than 67,600 unique visitors and 380,000 pageviews in 2013, a 15-20% increase from 2012 – several important changes were made to improve the INEE's website infrastructure. The INEE website migrated to a new, more robust web hosting service, which also resulted in a cost savings. Commercial-grade backup and security services were also added, ensuring the integrity of INEE data against server failures and security breaches. INEE was also awarded a donation of \$500 worth of software from Solspace, a company that develops software for Expression Engine, the content management system that powers the INEE website.



© Josh Estey, Sri Lanka



The graph illustrates the steady growth of both unique visitors (blue bar) and number of overall website visits (green bar). Seasonal trends, similar to most websites, account for the relative drop in visits during the “summer” months in the middle of the year.

Email Communications



INEE emails continue to be a crucial piece of INEE’s communications strategy. Many members, especially those with limited access to the internet, depend on the regular messages from INEE for information, news, tools and resources on education in emergencies. In 2013, INEE managed 22 distinct mailing lists and sent over 300 email messages, including bulletins, newsletters, job announcements and a host of other news and updates in English, Arabic, French, Portuguese and Spanish.

Particularly valued by members are the **Bi-weekly Bulletin**, with its handful of easily accessible news, resources and publications, and the weekly **Jobs**

message, which includes a filtered list of new job vacancies in the field of education in emergencies. Likewise, the monthly **Language Community Resource Updates** make accessible a plethora of non-English content to INEE members with much of the content submitted for dissemination by members themselves.

2013 saw the continuation of the monthly **Pan-African Knowledge Hub e-newsletter** in English, French, and Portuguese, which promoted the goal of the Knowledge Hub to support South-South learning and exchange to facilitate improved access to and utilization of international funding mechanisms for education (such as the Global Partnership for Education). The **INEE Education and Fragil-**

ity newsletter also continued to provide regular information and resources of interest and relevance to those working in education in fragile and conflict-affected contexts, as well as updates on programs by INEE member agencies and activities of the Working Group on Education and Fragility.

To receive INEE email communications, [join the net-work now](#), or [login](#) to your existing INEE account, and select the desired email groups in your online profile.

Blog



The INEE Blog (www.ineesite.org/blog) continued to develop in 2013, with 86 individual posts in English, French, Spanish, and Portuguese. Many INEE partners and members took advantage of the platform to publish and comment on topics relevant to the wider community. INEE Blog posts are short, accessible pieces that highlight ongoing work and current opinions, providing an excellent venue for INEE to showcase the efforts of smaller organizations and individuals to a global audience. Blog posts are regularly highlighted in the INEE Bi-weekly Bulletin and on social media channels to increase readership and engagement. Highlights from the 2013 blog include:

- The impact of higher education in refugee situations: 20 years of UNHCR scholarships, by Corinna Frey, UNHCR
- Investment in Girls' Education: Spelling Out the Bottom Line, by Carol Bellamy, Global Partnership for Education
- L'apprentissage mobile en Afrique et au Moyen-Orient – Désormais disponible en arabe, by UNESCO
- Education and the Global Platform for Disaster Risk Reduction, by Peter Transburg, INEE
- Women in Gaza: Barriers to Education, by Megan Nobert
- Malala Day: Teachers demand action to secure an education for conflict-affected children, by Elin Martinez, Save the Children, and Sara Tesorieri, Norwegian Refugee Council

- 'I am one of the lucky ones': A youth voice from Burundi, by Salathiel Ntakirutimana
- On doit produire plus de données et de travaux si l'on veut vraiment prendre à bras le corps la question de la violence sexiste dans les écoles, by Koli Banik, Global Partnership for Education
- ...and many more at www.ineesite.org/blog.

Social Media



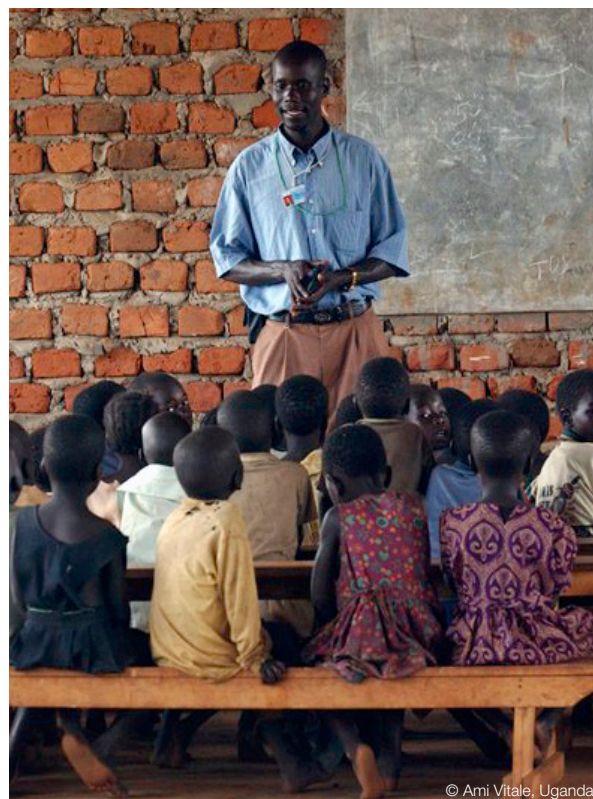
INEE continues to capitalize on the popularity and ease-of-use of several social media channels to reach INEE members and



non-members alike, in both English and French. Followers of INEE social media channels are kept aware of relevant activities, news, jobs, multimedia, infographics, and other resources on a real-time basis.



The platforms complement other INEE activities and are ideal mechanisms for sharing content generated and shared by INEE's many partners and members.



© Ami Vitale, Uganda

INEE's social media channels exploded in 2013, with nearly 200% growth in the number of new followers and online member interactions on **Facebook** ([English](#) and [French](#)), **Twitter** ([English](#) and [French](#)), and **LinkedIn** ([English](#)).

To follow INEE on any of its social media channels, just click on the links above, or visit the [INEE website](#) and click on the social media icons at the top right of each page.

Discussion Forums



This year, INEE hosted a special online discussion series on [Teacher Professional Development in Crisis](#). This 14-week forum, organized by Mary Burns (EDC) and James Lawrie (War Child Holland, member of the INEE Working Group on Minimum Standards and Network Tools) brought together international experts, practitioners, and teachers to address challenges around poor quality teacher professional development around the world. INEE will share a synthesis paper highlighting major issues stemming from this forum in 2014.

INEE also hosted a second online discussion forum on [Teaching Education in Emergencies: Good Practice and Challenges](#), organized by Tzvetomira Laub



(INEE Secretariat). This forum brought together leading professors and emergency education colleagues to share and reflect on good practices and challenges in teaching Education in Emergencies. The Discussion Forum was the first step towards a broader initiative by the INEE Working Group on Minimum Standards and Network Tools to support undergraduate-and-graduate-level efforts to educate the next generation of EiE workers.

In 2013, INEE also organized, for the first time, two [on-line discussions in French](#), offering members the opportunity to share experiences and knowledge in French, with a focus on French-speaking contexts.

- [Discussion I : Abandon des Enfants au Cours du Cycle Primaire.](#)
- [Discussion II : Qualité de l'éducation dans les pays fragiles : défis et bonnes pratiques](#)

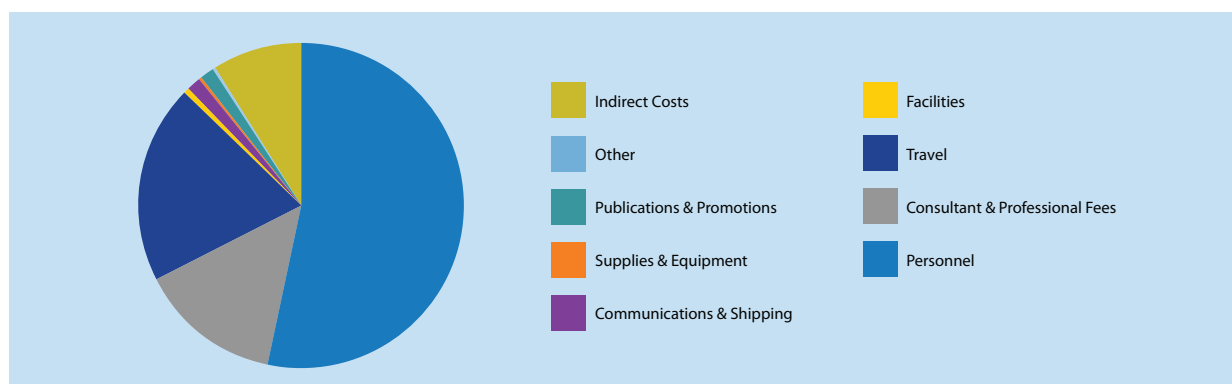
Both discussions elicited lively exchanges among members. Summaries of the discussion were translated in English and shared with the wider INEE membership.

Financials

INEE does not have a separate legal identity because it is a network and needs the flexibility to change as the membership determines. INEE's fiscal administration and oversight is provided through our partners, the International Rescue Committee (IRC), a nongovernmental organization with 501c (3) tax-exempt status in the United States, and the Norwegian Refugee Council (NRC), a nongovernmental organization based in Norway; these organizations also receive funds on INEE's behalf. All funds are subject to the fiscal accountability and auditing procedures of our partners. We are grateful for the fiscal oversight and management provided by our IRC and NRC.

This financial report is unaudited as IRC and NRC are subject to audit at the end of their respective fiscal year, which are different for each agency. This report represents the expenses incurred by INEE during calendar year 2012. The value of in-kind donations is not included in this report. INEE's inter-agency success is in large part due to the in-kind contributions from its members, including the time and resources that members and their agencies contribute to travel and accommodation, material production and translations, capacity-building and training activities, meeting/workshop support, office space for INEE Secretariat staff and much more.

Personnel	\$ 853,951
Consultant & Professional Fees	\$ 226,240
Travel	\$ 313,477
Facilities	\$ 4,967
Communications & Shipping	\$ 25,824
Supplies & Equipment	\$ 2,372
Publications & Promotions	\$ 23,364
Other	\$ 5,497
Indirect Costs	\$ 139,527
Total Expenses	\$ 1,595,219



Acknowledgements



Funding Support

INEE would like to thank all who have provided support to the network during 2013. The network functions on funding received through grants, contracts, individual contributions, and in-kind donations.

Direct financial support from which the network drew funds in 2013:

- Anonymous (via IRC, August 2012 - July 2014) \$525,000
- CIDA (via IRC, April 2010 - March 2013) CAD150,000
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (via IRC, February 2012 – July 2013) €800,211
- Norwegian Ministry of Foreign Affairs (via NRC, April 2013- March 2014) NOK 500,000
- Steering Group (2013 direct financial support) – \$40,000
- Reach Out to Asia (via IRC, October 2012 – September 2014) \$429,103
- Save the Children UK – (via IRC, September 2013 – March 2014) \$19,791
- Unbound Philanthropy (via IRC, April 2012 – May 2013) \$100,000
- UNICEF (via IRC, September 2012 – December 2014) \$655,294
- UNICEF MENARO (via IRC, August 2013 – August 2014) - \$19,879
- USAID (via IRC, September 2011 – September 2013) \$460,000

INEE would like to thank the following individuals who donated to our project on the GlobalGiving Foundation website in support of the 2014 INEE Global Consultation:

Anita Anastacio; Anonymous (3); Bilal Barakat; Alan Brenner; Eric Eversmann; Fidelity Charitable Gift Fund; Grant & Lindsey Fraser; Jacqueline Freire; Luca Ginoulhiac; Adriano Gosuen; Lori Heninger; Lukas Heninger; Whitney Hunter-Thomson; IS Academie – T.A. Lopes Cardozo; Robert & Laura Kaster; Karina Kleivan; Sarah Maguire; Florence McCarthy; Fred Mednick; Arianna Sloat; Chloe Sloat; Jennifer Steele; Kerstin Tebbe; Peter Transburg; Marilyn Vaughan

Other Support

INEE's inter-agency success is, in large part, due to the enormous in-kind contributions from its institutional members, including the time and resources that members and their agencies contribute to hosting staff, travel and accommodation, material production and translations, capacity-building and training activities, meeting/workshop support and much more. This includes both financial and in-kind contributions from

organizations sitting on the Steering Group, and the in-kind donations of resources, time and talent from members of the Working Groups, INEE Task Team Conveners, and other members. The work would not be done without you.

INEE gratefully acknowledges SolSPACE for the donation of software for the INEE website.

INEE sends a special thank you to Marc Engle for his pro bono graphic design services throughout the year.

INEE would like to extend particular gratitude to the International Rescue Committee, the Norwegian Refugee Council, UNICEF, UNHCR and UNESCO for hiring and hosting INEE Secretariat staff.

INEE Groups

INEE would like to acknowledge the organizations and individual representatives of the INEE Steering Group, the three INEE Working Groups, and the six INEE Task Teams for their leadership and commitment to inter-agency collaboration.

INEE Steering Group

- ChildFund International, Anita Anastacio
- International Rescue Committee, Jennifer Sklar
- Open Society Foundation, Ian Macpherson, Kate Lapham
- Refugee Education Trust, Marina Anselme (Co-Chair)
- Save the Children Alliance, Rachel McKinney
- UNESCO, Ibrahima Sidibe, Gabriel El Khili
- UNHCR, Ita Sheehy
- UNICEF, Brenda Haiplik
- USAID, Nina Papadopoulos
- World Bank, Joel Reyes (Co-Chair)

INEE Working Group on the Minimum Standards and Network Tools

- ActionAid, John Abuya, Kenya
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Gender Task Team Conveners

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Inclusive Education and Disability Task Team Conveners

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Quality Education Task Team for Prevention, Preparedness, Response and Recovery Conveners

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Interns and Volunteers

INEE is fortunate to have a group of talented interns and volunteers who offer their skills and time throughout the year in order to gain experience in education in emergencies and the humanitarian field. We strive to provide them with a valuable internship experience, and we gain so much from them in return. Intern tasks include research, writing, editing, updates to the website, communications, fulfilling materials requests and more. We would like to acknowledge our 2013 interns: Daniela Araya, Marianne Baesa, Ryan Burbach, Sophie d'Aoust, Rena Deitz, Intan Febriani, Véronique Quach Hong, Ed Knight, Allyson Krupar, Aimé Kouman, Bryce Loo, Sacha Manov, Emeline Marchois, Sarah May, Kevin O'Dowd, Fernanda Pineda, Meredith Saucier, Nora Shetty, Timothy Sullivan, Jaci Wamberg, and Haoqi Wu.

Consultants

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